

1. Record Nr.	UNINA9910793279403321
Titolo	The narrative of mathematics teachers : elementary school mathematics teachers' features of education, knowledge, teaching and personality / / edited by Dorit Patkin, Avikam Gazit
Pubbl/distr/stampa	Leiden ; ; Boston : , : Brill Sense, , [2018]
ISBN	90-04-38406-5
Descrizione fisica	1 online resource (129 pages)
Disciplina	372.7/044
Soggetti	Mathematics - Study and teaching (Elementary) Mathematics teachers Elementary school teachers
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Front Matter -- Copyright page -- Preface -- Acknowledgements -- Notes on Contributors -- Teachers' Education and Teachers' Knowledge -- What Should We Expect from Somebody Who Teaches Mathematics in Elementary School? / Shlomo Vinner -- Pre-Service Mathematics Teachers' Attitudes toward Integration of Humor in Mathematics Lessons / Avikam Gazit -- Geometric Thinking Levels of Pre-Service and In-Service Mathematics Teachers at Various Stages of Their Education / Dorit Patkin and Ruthi Barkai -- Teaching and Teachers' Personality -- A Multicultural View of Mathematics Male-Teachers at Israeli Elementary Schools / Eti Gilad and Shosh Millet -- Do "Those Who Understand" Teach? Mathematics Teachers' Professional Image / Dorit Patkin and Avikam Gazit -- Elementary School Mathematics Pre-Service Teachers' Perception of Their Professional Image / Nili Mendelson -- Root Canal / Avikam Gazit -- Epilog / Dorit Patkin and Avikam Gazit.
Sommario/riassunto	The issue of mathematics teaching and its impact on learners' attainments in this subject has continuously been on the public agenda. The anthology of chapters in this book consists of varied up-to-date studies of some of the best mathematics education researchers and mathematics teaching experts, exploring the varied aspects of this essential. The book depicts the elementary school mathematics

teachers' world while relating to three aspects which comprise the professional environment of mathematics teachers: Teachers' education and teachers' knowledge, Teaching and Teachers' personality. The chapters are written on a level which addresses and might interest a wide readership: researchers, in-service teachers, pre-service teachers, parents and learners.

2. Record Nr.	UNINA9910793711703321
Autore	Burgard Peter J
Titolo	Baroque : Figures of Excess in Seventeenth-Century European Art and German Literature / Peter J. Burgard
Pubbl/distr/stampa	Paderborn, : Brill Fink, 2019
ISBN	3-8467-6400-0
Edizione	[1st ed.]
Descrizione fisica	1 online resource
Disciplina	700.943
Soggetti	Architektur Skulptur Malerei Poetik Lyrik Drama Roman System Asthetik interdisziplinar Architecture Sculpture Painting Poetics Poetry Novel Aesthetics Interdisciplinary
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa

Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references (pages [361]-378) and index.
Sommario/riassunto	<p>What is the Baroque? Where did it come from and where did it go? Why do we have to ask these questions? Because art historians seem largely satisfied with their answers and most scholars of German literature are not satisfied, yet have stopped asking. This book discerns in the Baroque an aesthetic phenomenon that crosses both media and national boundaries in its celebration of excess and its disintegration of system, unity, and identity. The compositional principles and theoretical implications of the Baroque, as it first arose in Italian art, find expression in German poetics, drama, poetry, and narrative - expression accessible only through resolute close reading. Readings of Bernini, Borromini, Velazquez, Rubens, Fracanzano, and de Hooch precipitate readings of Opitz, Gryphius, Fleming, Zesen, Hoffmannswaldau, and Grimmelshausen, demonstrating that seventeenth-century German literature both is Baroque and confirms what the Baroque is.</p>